

LOS ANGELES UNIFIED SCHOOL DISTRICT  
HUMAN RESOURCES DIVISION  
CAREER LADDER-BOOST

**BOOST CLASSROOM EXPERIENCE # 1:**  
*Classroom Environment*

SECTION I: GENERAL INFORMATION

Member Information:

Check here if new address or other information

Last Name		First Name		Last 4 digits of SSN	
Employee #	E-mail		Message Phone ( ) -		
Street Address				Apt/Unit #	
City			State	Zip Code	
Work site			School Phone ( ) -		

**The Purpose of BOOST Classroom Experiences**

The Career Ladder works with and supports LAUSD paraeducators and classified staff in their pursuit of a teaching credential through Building Our Own Staff as Teachers (BOOST). BOOST Classroom Experiences (CEs) are designed to give BOOST members an opportunity to develop their teaching skills with the guidance of a practicing teacher, Teaching Coach. **CEs are not evaluations of job performance.**

**Instructions to the BOOST Member**

***Completing BOOST Classroom Experiences:***

Classroom Experiences (CEs) must be completed one at a time and approved sequentially. A CE must be approved by the Career Ladder Office before the next one may be submitted. The quality of the experiences and skills acquired by the individual is important. It is the responsibility of the BOOST member to work collaboratively with a Teaching Coach (Coach) to determine how the experiences will be completed. See the following procedures for completing a CE:

1. Select a Teaching Coach: The Coach may be any LAUSD employee who holds a valid teaching credential and who you will be able to meet with and observe in the classroom. This is typically a certificated staff member at your work site.
2. Complete each section of the CE in order. Be concise but give enough detail to answer the questions.
3. Meet with Teaching Coach to review the planned Focus Element to be observed BEFORE the Experience date. Complete *Part A: Pre-Experience Conference* on page 4, and *Part B: Experience Date*, on page 5.

4. Observe the planned activity. Complete *Part C: Observation During CE* on page 5.
5. Complete *Part D: Reflect on Experience and Focus Element*, found on page 6, immediately following the CE.
6. Discuss/debrief CE with Teaching Coach after observation. Have the Coach complete and sign *Part E: Teaching Coach Verification* on page 7.
7. Complete and sign *Part F: BOOST Member Signature* on page 7.
8. When all Sections are completed, have the school site administrator or designee sign *Part G: Administrator Signature* on page 7.
9. Upload completed BOOST Classroom Experience to <http://go.teachinla.com/ladderdocs>.
10. Please note that BOOST Classroom Experiences must be completed in order and a minimum of one per academic year to remain an active BOOST member and to qualify for financial assistance.

***Approval of BOOST Classroom Experiences:***

Completed CEs are submitted to the Career Ladder Office. Certificated Career Ladder staff serve as the Reviewers. The Reviewer scores the CE according to the rubric printed on the last page by reviewing the Observations During CE, Coach feedback, and Instructional Standard reflection. This is done as quickly as possible, usually within two weeks.

CEs that meet the standards are approved. You will receive a notice in the mail and/or email. A digital copy will be scanned to your online profile at the Career Ladder Office.

When a CE does not meet the standards or is incomplete, it will be returned for revision and correction. Please include the original and the revised CE when resubmitting for approval.

**BOOST Classroom Experiences Scoring Rubric**

All BOOST Classroom Experiences will be reviewed according to the following scale:

Approved	<ul style="list-style-type: none"> <li>• Provides detail; uses specific and concrete examples</li> <li>• Relates to the Instructional Standard</li> <li>• Relates to teaching</li> <li>• Written description is clear</li> <li>• Complete; member followed directions and filled in all sections</li> </ul>
Not approved	<ul style="list-style-type: none"> <li>• Lacks detail; description needs specifics or concrete examples</li> <li>• Not related to the Instructional Standard</li> <li>• Not related to teaching</li> <li>• Written description is unclear</li> <li>• Incomplete; member did not follow directions or fill in all sections</li> </ul>

**Instructions to the Teaching Coach**

A Teaching Coach may be any LAUSD employee who holds a valid teaching credential and works with students. The Teaching Coach offers advice, discusses the planned activity, conducts the activity, and debriefs with BOOST member upon conclusion of activity. A different Teaching Coach may be used for each Instructional Standard.

***Process Overview:***

1. Pre-Experience Conference with the BOOST member.
  - a. Select a Focus Element and review the *Teaching and Learning Framework* for that Instructional Standard and Focus Element.
  - b. Plan an appropriate activity to demonstrate that Focus Element. Provide suggestions for the BOOST member on “things to look for” during the activity. Be sure to refer to the *Teaching and Learning Framework* to ensure that the activity described reflects planning for effective and highly effective levels of proficiency.
2. Classroom Experience:
  - a. Teaching Coach conducts the planned activity, while BOOST member takes observation notes.
3. BOOST member to complete reflection prompts.
4. Post-Experience Review with BOOST Member
  - a. Review the objective descriptions of what was observed to determine relevance to the Focus Element selected.
  - b. Provide feedback for the member for their own professional growth for becoming a teacher.
  - c. Complete and sign *Part E: Teaching Coach Verification* on page 7.

Thank you for your assistance in helping this BOOST member take the next steps to becoming a teacher.

**If you have questions or concerns, please call the Career Ladder Office at (213) 241-4571.**

SECTION II: ACTIVITY

**Classroom Experience # 1: Instructional Standard - Classroom Environment**

The goal of this Instructional Standard is to create an environment of respect and rapport as well as to develop routines and procedures to maximize student learning. Effective teaching involves monitoring and responding to behavior in a way that maintains student dignity and does not disrupt learning.

**Select ONE Focus Element to observe from the options below:**

*BOOST members may refer to resources provided on the Career Ladder website, [achieve.lausd.net/STEPUP](http://achieve.lausd.net/STEPUP).*

- Focus Element 2a3:* Through interactions with students, encourage student(s) to take academic risks and freely share ideas. Treat mistakes made by teacher and/or students as learning opportunities.
- Focus Element 2c1:* Develop time sequences, procedures, and transitions for a lesson to maximize instructional time (i.e. timer, hand signal, individualized schedule, etc.).
- Focus Element 2d2:* Develop a behavior plan for classroom management. Describe the plan.
- Other (based on Standard 2): \_\_\_\_\_

**A. PRE-OBSERVATION CONFERENCE:** Teaching Coach to review with BOOST member the elements in the LAUSD Teaching and Learning Framework (last page in this packet) used for this activity. BOOST member completes specific details below based on conference.

Describe the target student population:

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What is the benefit of the activity to the student(s)?

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Where will the activity take place?

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What materials will you need?

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List the steps in the process.

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What should BOOST member “look for” during the planned activity?

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**B. OBSERVE ACTIVITY**

Scheduled date of activity: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**C. OBSERVATIONS DURING THE CLASSROOM EXPERIENCE**

*To be completed by the BOOST member*

Focus Element: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

*Observations should be a description of what occurred and should not include opinion, judgment or terms open to interpretation; for example, "wait time was 5 seconds" versus "wait time was given," or "there were 3 groups of 4 students and 1 group of 5" versus "there were groups of 4-5 students."*

**OBSERVATIONS:**

1. How were students engaged in learning?

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2. How were students motivated to learn?

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3. Describe the classroom management style.

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**D. REFLECT ON OBSERVATION & FOCUS ELEMENT** *To be completed by the BOOST member*

Review the focus elements in the LAUSD Teaching and Learning Framework and California Standards for the Teaching Profession (last page in this packet) to reflect upon this experience.

What did you learn by observing this activity?

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As you reflect on the success of this activity, what do you think went well?

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Did the activity go as planned? What changes were made to the activity, if any, and why?

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What teaching or classroom management strategies that you observed would you use with future students? Why?

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**E. TEACHING COACH VERIFICATION:** *To be completed by the Teaching Coach*

Feedback to the BOOST Member:

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The Teaching Coach is any certificated staff member who advises the BOOST member during the pre-experience conference, conducts the planned activity, and participates in the post-experience review interview using the LAUSD Teaching and Learning Framework (See “Instructions to the Teaching Coach”).

Coach Name: \_\_\_\_\_ Position: \_\_\_\_\_

I, the above named Teaching Coach, met with the BOOST member before and after the observation.

Coach Signature: \_\_\_\_\_ Date approved: \_\_\_\_\_

**F. BOOST MEMBER SIGNATURE:**

I certify that I observed the activity and met with the Teaching Coach for Pre and Post conferences related to this activity. I also understand that BOOST Classroom Experiences must be completed in order and minimum of one per academic year to remain an active member and qualify for financial assistance.

Member Name: \_\_\_\_\_ Employee #: \_\_\_\_\_

Member Signature: \_\_\_\_\_ Date \_\_\_\_\_

**G. ADMINISTRATOR SIGNATURE:****Instructions to the Administrator or Administrative Designee:**

Your signature is required on the BOOST Classroom Experience document for the following reasons:

- Indicates that you have been made aware that this activity is taking place at your school
- Assures that the Teaching Coach who conducted the activities is an LAUSD employee who holds a valid teaching credential
- Acknowledges that this BOOST Classroom Experience is not a job evaluation

Thank you for your assistance in helping this BOOST member take his/her next steps to becoming a teacher. **If you have questions or concerns, please call the Career Ladder Office at (213) 241-4571.**

This BOOST Classroom Experience was performed by the appropriate school staff member.

Administrator or Designee Name: \_\_\_\_\_ Title: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date \_\_\_\_\_

**CAREER LADDER OFFICE USE ONLY**

Sections	Approved	Not Approved	Reason(s):
Classroom Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks detail. Description needs specifics or concrete examples. <input type="checkbox"/> Not related to this Performance Area. <input type="checkbox"/> Not related to teaching. <input type="checkbox"/> Written description is unclear. <input type="checkbox"/> Incomplete; follow directions or fill in all sections.
Signatures and Feedback	Complete <input type="checkbox"/>	Incomplete <input type="checkbox"/>	<input type="checkbox"/> Missing Coach's signature or feedback <input type="checkbox"/> Missing Administrator's signature <input type="checkbox"/> Missing Participant signature or information.
<p>BOOST Reviewer: _____</p> <p><input type="checkbox"/> Return for revisions    Signature: _____ Date _____</p> <p><input type="checkbox"/> Approved                      Signature: _____ Date _____</p>			



**Standard 2: The Classroom Environment**  
**Component 2a: Creating an Environment of Respect and Rapport**

Teaching depends, fundamentally, on the quality of relationships among individuals. When teachers strive to engage students in a discussion or an activity, their interactions with them speak volumes about the extent to which they value students as people.

Element	Ineffective	Developing	Effective	Highly Effective
<b>2a3. Classroom Climate</b> <i>The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.</i> <b>CO</b>	Students do not freely share their ideas or opinions.  Student mistakes may be ridiculed by the teacher or other students.	Some students freely share their ideas or opinions.  Risk-taking and mistakes receive unpredictable responses from the teacher or other students.	Students freely share their ideas or opinions and take risks in learning.  Student mistakes are treated as learning opportunities by the teacher.	Students freely share their ideas, opinions or academic struggles and take risks in learning.  Student and teacher mistakes are treated as learning opportunities by the teacher and students.

**Standard 2: The Classroom Environment**  
**Component 2c: Managing Classroom Procedures**

A smoothly functioning classroom is a prerequisite to good instruction. Teachers must develop procedures for the smooth operation of the classroom and the efficient use of time. One of the marks of effective teachers is that they can take the time required to establish routines and procedures at the outset of the school year. It is also important for teachers to manage transitions efficiently. Effective teachers make efficient use of time when managing non-instructional tasks such as taking attendance, collecting or checking homework, writing passes, etc., and are familiar with and successfully execute school emergency procedures.

Element	Ineffective	Developing	Effective	Highly Effective
<b>2c1. Management of Routines, Procedures, and Transitions</b> <i>Routines, procedures, and transitions are managed in such a way that there is little to no loss of instructional time.</i> <b>CO</b>	Transitions result in much time being lost between activities or lesson segments. Students do not appear to know what is expected for specific routines or transitions.	Some transitions result in loss of instructional time. Students require specific direction and oversight from the teacher in order to execute routines and transitions.	Transitions occur with little loss of instructional time. Teacher prompts students to use efficient routines with minimal direction.	Transitions occur with little to no loss of instructional time. Students initiate and efficiently use routines and procedures appropriate to the task, transition, or grouping structure.

**Standard 2: The Classroom Environment**  
**Component 2d: Managing Student Behavior**

A key to efficient and respectful management of student behavior lies in agreed upon standards of conduct and clear consequences for overstepping boundaries. Effective teachers successfully enlist students in both setting and maintaining standards of conduct. Active participation in setting the rules of the classroom contributes to students' feelings of safety in class. In a well-managed classroom, students themselves will be able to explain and uphold the agreed-upon standards of conduct.

Element	Ineffective	Developing	Effective	Highly Effective
<b>2d2. Monitoring and Responding to Student Behavior</b> <i>The teacher monitors and responds to behaviors in a way that maintains student dignity and does not disrupt learning.</i> <b>CO</b>	Student behavior hinders learning. Teacher does not monitor student behavior, or teacher responds in a way that does not produce desirable results. Appropriate behaviors are not acknowledged. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Some student behavior may hinder learning. Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to respond to student misbehavior but with uneven results.	Student behavior generally supports learning. Teacher reinforces positive behaviors when appropriate. If misbehavior occurs, teacher has a clear and consistent system for addressing negative behavior or rule-breaking that respects the student's dignity. Teacher's response to misbehavior produces desired results.	Student behavior supports learning. Teacher reinforces positive behaviors when appropriate. Teacher's response to misbehavior is sensitive to students' individual needs. Students monitor their own and their peers' behavior.